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ABSTRACT

This guide provides information and exercises geared to the realities of the mature/older person's job search needs. The order of this guide follows the usual steps in job hunting: work life review, skills assessment, applications, where to look for work, how to look for work (resumes, job letters), references, job interview (pre-interview stage, interview stage, post-interview stage), job-keeping skills for mature and older workers, and the continuing contribution log. The job seeker is encouraged to work through these exercises, which include a self-assessment and skill assessment to determine a job choice, development of tools to help in the job hunt (resume, job letters), sample interview questions, and a motivation and evaluation checklist of each interview. Informative materials help the job seeker understand the process and complete the exercises. (YLB)

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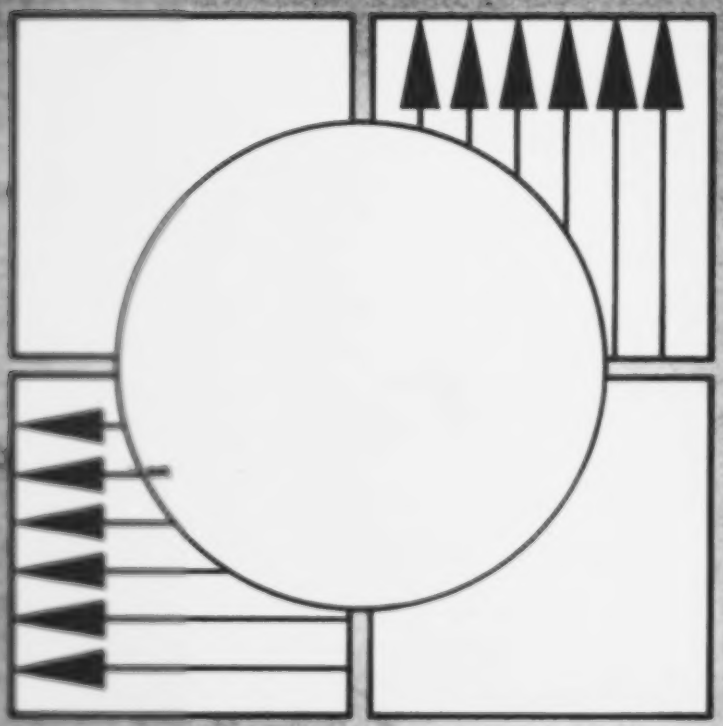
ED 206003

Mature/Older Job Seeker's Guide

Brenda Crawley and Joseph Dancy, Jr.



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MATURE/OLDER
JOB SEEKER'S GUIDE

BRENDA CRAWLEY AND JOSEPH DANCY

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PREFACE

The guide you are using results from a unique coauthorship experience. The authors, both professional educators/trainers in mature/older person employment and training, independently developed and field tested job search books for mature/older job seekers. On discovering their separate works, they collaborated and produced this needed resource for mature/older job seekers.

Here you will find information and exercises geared to the realities of the mature/older person's job search needs. Several exercises were specially developed and field tested for this particular group. Information on various aspects of the search has developed out of the current knowledge of adult development and of aging.

In addition to its use by individuals, this guide will shortly be accompanied by two supplements--one for trainers and the other for job club leaders.

HOW TO USE THIS GUIDE

The order of this guide follows the usual steps in job hunting.

- Work Life Review
- Skills Assessment

The job seeker should first do a self-assessment and skill assessment. Thus, it is suggested that readers start with the first exercise, Work Life Review Autobiography. Next, each set of skills assessment exercises should be done. The outcome will be the development of a job choice.

Once the job choice is made, the seeker can proceed to develop important tools to help in the job hunt.

- Application
- Where to Look for Work
- Resumes
- Job Letters
- References

The reader will find it helpful to approach the sections on applications, resumes and job letters with motivation and directness. These tools of the "search" are invaluable for the desired event--a job interview. In fact, mastering the use of these tools can and should help to get that important interview.

Sucessfully conducting a job interview is a learned skill.

* Job Interview

The job seeker should undertake this step only after a careful review of the Job Interview section. Many pre-interview steps are highlighted along with a thorough section of practical interview questions.

When the job is landed, the Job-keeping Skills and the Continuing Contribution Log designed to enrich work experiences should be used.

* Job-keeping Skills for Mature and Older Workers
* The Continuing Contribution Log

They are intended to assist you in staying alert to the daily opportunities for growth and development as a person.

Finally, we encourage you to write us, i.e., Share Your Experiences.

* Share Your Experiences

We would like to hear from you.

WORK LIFE REVIEW

WORK LIFE REVIEW

The exercise you are about to engage in results from the fact that mature/older job seekers bring years of work experience to their search. These valuable years, if properly examined, can be useful in uncovering assets that prove helpful in the job hunt. Only the mature/older person is uniquely qualified to engage in his/her work life review because the many invested years have been integrated into the total life span and may be viewed from the advantage of maturity. Younger workers do not, and cannot, share the wisdom that results from only time and experience. As has been said, "the unexamined life is not worth living," so the unexamined work life of mature/older job seekers cannot yield important information about skills, abilities, interests and potential.

Two options are available for your approach to the Work Life Review Exercise starting on the next page. Use the set of directions with which you are most comfortable. Remember, the exercise is designed to assist you in uncovering, discovering or reclaiming valuable parts of your work experience to use in the job hunt.

WORK LIFE REVIEW EXERCISE

Part A: WORK LIFE REVIEW AUTOBIOGRAPHY

DIRECTIONS Select Option 1 or Option 2 below

Option 1: Take a few minutes to think about your work life.* Next, write below your work life autobiography. Include any experiences, activities, accomplishments or information you choose. Where you begin your work life autobiography is up to you.

Option 2: Complete the Record-keeping Application and Supplement. Be sure to follow the instructions on pages 22-25. Then return to this page and write your Work Life Review Autobiography. Remember that an Autobiography is more than dates and places. Follow the directions in Option 1 and include any experiences, activities and accomplishments or information you choose. Where you begin your autobiography is up to you.

My Work Life Review Autobiography:

* For homemakers who have no paid employment experience, we suggest you contact the following: Displaced Homemaker Network
755 8th Street, N.W.
Washington, DC 20001

Part B: WORK LIFE REVIEW AUTOBIOGRAPHY KEY FACTORS

DIRECTIONS Go back and read the work life review autobiography you have just written. Evaluate your work life by listing the ten (10) most important things about it below, such as things you liked doing, things you were particularly interested in, things you found especially useful to your growth and development or to your career accomplishments.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Part C: WORK LIFE REVIEW AUTOBIOGRAPHY RECONSIDERATION

Sometimes we forget experiences that were not as pleasant as we would have liked. Maybe you had decided not to record some such work life experiences in Part A. Because all our experiences can prove valuable when we use them positively, please review Part A once again and record in the following spaces work life experiences omitted.

Part D: If you completed Part C, please rethink Part B, i.e., the list of ten (10) most important things about your work life. If necessary, change some responses in Part B to include the information added.

SKILLS ASSESSMENT

SKILLS ASSESSMENT

The variety of work experiences requires different type skills. Each person has skills. This section will deal with three types of skills:

- PERSONAL SKILLS
- WORK SKILLS
- TRANSFERRABLE SKILLS

Personal skills are those of personality and character, sometimes referred to as personal traits or personal qualities. Examples are sincerity, honesty, businesslike behavior, generosity.

Work skills reflect the ability to use one's knowledge effectively in work tasks, activities and responsibilities. Work skills may relate to people, things or data.

Transferrable skills may be used in a variety of jobs or job settings. Like Work Skills, these refer to people, things or data. Examples are people-listening, counseling, supporting, motivating; things-counting, preparing, repairing, selling; data-knowing, reporting, classifying, distributing.

The following exercises will focus on the three skill types. In thinking about your skills--Personal, Work and Transferrable--be sure to cover your entire life (work, volunteer activities, hobbies).

PERSONAL SKILLS EXERCISE

Mature/Older persons are recognized as bringing unique personal skills to the work place. They include: Dependability, Diligence, Conscientiousness, Helpfulness, Loyalty, Punctuality, Reliability, Stability.

Which of the above personal skills or traits do you have?

_____	_____	_____
_____	_____	_____

In addition to the above limited list, there are many other personal skills. Please check all those that apply to you on page 12.

I have these personal skills:

Accuracy	_____	Energy	_____	Patience	_____
Adaptability	_____	Enthusiasm	_____	Persistence	_____
Agreeableness	_____	Farsightedness	_____	Poise	_____
Ambition	_____	Flexibility	_____	Practicality	_____
Artistic Talent	_____	Generosity	_____	Preciseness	_____
Attentiveness	_____	Helpfulness	_____	Realism	_____
Broadmindedness	_____	Hard Working	_____	Reliability	_____
Businesslike Behavior	_____	Hospitable Manner	_____	Resourcefulness	_____
Capability	_____	Imagination	_____	Responsibility	_____
Carefulness	_____	Independence	_____	Sensibility	_____
Capacity to Care	_____	Keenness	_____	Sincerity	_____
Cheerfulness	_____	Leadership	_____	Stability	_____
Competence	_____	Logic	_____	Tact	_____
Competitiveness	_____	Loyalty	_____	Thoroughness	_____
Willingness to Cooperate	_____	Maturity	_____	Thoughtfulness	_____
Creativity	_____	Openmindedness	_____	Tolerance	_____
Dependability	_____	Optimism	_____	Trustworthiness	_____
Determination	_____	Ability to Organize	_____	Understanding	_____
Efficiency	_____	Outgoingness	_____	Versatility	_____

Personal Skills I have not shown above (write in your own):

_____ _____ _____

_____ _____ _____

WORK SKILLS EXERCISE

As mentioned, the majority of mature/older job seekers have quality work skills earned from years in the work place. These skills are the ones you need to identify clearly in order that you may knowledgeably refer to them on the resume and during the job interview.

DIRECTIONS Step 1. Set a timer for 20 minutes. Now sit, relax and reflect on the work skills you think you possess. As you do this, jot down any thoughts that come to mind on work skills. "I can . . ., I have . . ."

DIRECTIONS Step 2. On the following two pages is a list of work skills. Check the work skills you have.

____ ACHIEVING
____ ACTING
____ ADMINISTERING
____ ADVISING
____ ANALYZING
____ ASSEMBLING
____ ARBITRATING
____ ARRANGING
____ BUILDING
____ BUDGETING
____ CALCULATING
____ COACHING
____ COMMUNICATING
____ COMPLETING
____ COMPILING
____ COMPUTING
____ CONSTRUCTING
____ CONSULTING
____ CONTROLLING
____ COORDINATING
____ COPYING
____ COUNSELING
____ DECIDING
____ DEFINING
____ DESIGNING
____ DETECTING
____ DETERMINING
____ DEVELOPING
____ DEVISING
____ DIAGNOSING
____ DIRECTING
____ DISCOVERING
____ DISPLAYING
____ DRAWING
____ DRIVING
____ EDITING
____ ELIMINATING
____ ENFORCING
____ ENTERTAINING
____ ESTABLISHING
____ ESTIMATING
____ EVALUATING
____ EXAMINING
____ EXPANDING
____ EXPERIMENTING
____ EXPLAINING
____ FILING
____ FINANCING
____ FOLLOWING
____ FORMULATING
____ GATHERING
____ GENERATING
____ GETTING
____ GIVING
____ GUIDING
____ HANDLING
____ HEADING
____ HELPING
____ HYPOTHESIZING
____ IDENTIFYING
____ ILLUSTRATING
____ IMAGINING
____ IMPLEMENTING
____ IMPROVING
____ IMPROVISING
____ INCREASING
____ INFLUENCING
____ INFORMING
____ INITIATING
____ INNOVATING
____ INSPECTING
____ INSPIRING
____ INSTITUTING
____ INSTRUCTING
____ INTERPRETING
____ INTERVIEWING
____ INVENTING
____ INVESTIGATING
____ JUDGING
____ KEEPING
____ KNOWING
____ LABELING
____ LEADING
____ LEARNING
____ LECTURING
____ LIFTING
____ LISTENING
____ LOADING
____ LOCATING
____ LOGGING
____ MAKING
____ MAINTAINING
____ MANAGING
____ MANIPULATING
____ MARKING
____ MEDITATING

____ MEETING
____ MENTORING
____ MOBILIZING
____ MODELING
____ MONITORING
____ MOTIVATING
____ MOVING
____ NARRATING
____ NAVIGATING
____ NEGOTIATING
____ NUMERATING
____ OBSERVING
____ OBTAINING
____ OFFERING
____ OPERATING
____ ORDERING
____ ORGANIZING
____ OVERSEEING
____ PAINTING
____ PERFORMING
____ PERCEIVING
____ PERSUADING
____ PHOTOGRAPHING
____ PLANNING
____ PLAYING
____ PREDICTING
____ PREPARING
____ PRESCRIBING
____ PRESENTING
____ PRINTING
____ PROBLEM SOLVING
____ PROCESSING
____ PRODUCING
____ PROGRAMMING
____ PROJECTING
____ PROMOTING
____ PROOF READING
____ PROPOSAL WRITING/ DEVELOPMENT
____ PROTECTING
____ PROVIDING
____ PUBLICIZING
____ PURCHASING
____ QUESTIONING
____ RAISING
____ READING
____ REALIZING
____ REASONING
____ RECEIVING
____ RECOMMENDING
____ RECONCILING
____ RECORDING
____ RECRUITING
____ REDUCING
____ REFERRING
____ RELATING
____ REMEMBERING
____ REPAIRING
____ REPORTING
____ REPRESENTING
____ RESEARCHING
____ RESOLVING
____ RESPONDING
____ RESTORING
____ RETRIEVING
____ REVIEWING
____ RISKING
____ SCHEDULING
____ SELECTING
____ SELLING
____ SERVING
____ SETTING UP
____ SEWING
____ SHAPING
____ SHARING
____ SHOWING
____ SINGING
____ SKETCHING
____ SOLVING
____ SORTING
____ SPEAKING
____ STUDYING
____ SUMMARIZING
____ SUPERVISING
____ SUPPLYING
____ SURVEYING
____ SYSTEMATIZING
____ TEACHING
____ TEAM BUILDING
____ TESTING
____ THINKING
____ TRAINING
____ TRANSLATING
____ TROUBLESHOOTING
____ TUTORING
____ TYPING
____ UNDERTAKING
____ USING
____ UTILIZING
____ WORKING
____ WRITING

_____ _____ _____

_____ _____ _____

TRANSFERRABLE SKILLS EXERCISE

As mature/older job seekers, you have through the Work Skills exercises identified your various job skills. Some of those skills can be T-R-A-N-S-F-E-R-R-E-D to jobs and/or job settings you may not have previously considered. For example:

> if your skill is cooking, you could be a chef or work for a caterer
>
> if your skill is serving, you could be self-employed, work in a dress shop or work in fashion sales
>
> if your skill is filing, you could select from a wide range of office settings (it would, of course, be useful to know also how to handle the telephone and to do light typing so you could apply for a receptionist position)
>
> if your skill is driving, you could be a taxi driver, route delivery driver or bus driver--especially for a school or social service type agency with transportation services

Step 1. Select your five (5) most important skills from the Work Skills exercise and list them on the following form. Move across this form, filling in the other areas, which will help you work through how the five top skills can become transferrable.

FIVE IMPORTANT WORK SKILLS	THIS SKILL MAY BE USED FOR THIS TYPE JOB (OR JOBS)	THIS TRANSFER SKILL MAY BE USED IN THIS COMPANY OR INDUSTRY
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____

JOB CHOICE

Your assessment and evaluation of your Work, Transferrable and Personal Skills should provide direction to your choice of the type of job you are seeking or will seek.

Identify below the type work you are (going to) pursue. Do not select more than two (2). Be clear and concise. This will help you to sharply focus and channel your job-search energies and behaviors. If you cannot make a job choice, go back and review any or all of the previous exercises from Work Life Review Autobiography up to Transferrable Skills. Be sure you have completed each exercise. When you have fully completed each exercise, return to this page and write down your job choice(s).

1. I am seeking the following work _____

_____

2. I am seeking the following work _____

_____

DIRECTIONS Step 2. Go back and carefully review and evaluate the work skills you have listed on pages 14 and 15. Select your eight (8) most important and best skills that relate to the one or two job choices you made above.

List the eight (8) most important and best work skills you possess for your top job choice:

_____	_____
_____	_____
_____	_____
_____	_____

If you have selected two jobs, list the eight (8) most important and best work skills you possess for your second job choice:

_____	_____
_____	_____
_____	_____
_____	_____

Now that you have decided on the work you will seek, it is time to turn attention to important tools that can assist in the job hunt.

APPLICATIONS

APPLICATIONS

Purpose: The purpose of an application is to provide relevant and specific information to a potential employer regarding your work experiences, skills and qualifications. The application enables the potential employer to link what you have to offer with his/her job vacancy.

You should know the specifics of the position for which you are applying. As with the job letter, it is important to be sensitive to the words one uses to describe work, skills and experiences. The challenge is to be brief and yet deal with the main factors. A picture is being painted of your "work self." Pointers: Generally, an employer looks for several things in an application, which include:

1. Neatness/Legibility

   A messy application (spots on it, numerous erasures, pencil or ink smears) may be interpreted by a potential employer to mean that you will be careless and sloppy in the performance of your work.

   Mature/older job seekers must be especially careful that their handwriting is clear and legible. If, for some reason, one cannot neatly and legibly complete the application on site, one should request to take the application home for completion. If that is necessary, the applicant should be sure to remain at the site long enough to review it fully and to ask about unclear questions.

Once home, the application may be typed or time taken to fill it out neatly.

2. Completeness/Thoroughness

Questions are asked on the application for a reason, so it is expected that every question will be answered. This includes questions for which the appropriate answer is N/A (Not Applicable). As with neatness, the completion of every item is a message about you to the potential employer. Completion says "I know how to follow directions."

3. Spelling

Correct spelling should be an obvious point, but it is frequently overlooked by applicants. Some assume a misspelled word or two are acceptable. They are not! The importance of taking the Record-keeping Application when on a job search cannot be over-emphasized. It is particularly useful to mature/older job seekers. Mature/older job seekers should be especially careful to write carefully and legibly in order to avoid mistakes, such as misspelled words, incorrect dates, etc.

4. Accuracy

Accuracy on the application cannot be overemphasized, either. It must be remembered that the application is intended to provide relevant and specific information. It will be read by someone before or

during the interview. An experienced interviewer can easily spot unclear or suspect information. He/she can also raise embarrassing questions. Accuracy enhances the chances of a smoother interview, because what is written will match what is said.

5. Following Directions

By observing the above four items (neatness/legibility; completeness/thoroughness, spelling and accuracy), the applicant has demonstrated an ability to follow directions. In addition, it is critical that you take time both to read carefully and understand the questions. Do not assume too much. If you do not understand a question, take time to ask someone what it means. From the moment you receive the application to the time you complete and return it, be sure you F O L L O W D I R E C T I O N S.

MATURE/OLDER PERSON'S RECORD KEEPING APPLICATION

The Mature Older Person's Record-keeping Application is a think-ahead tool. The following should be done:

1. Use the application on pages 26 through 28.
2. Review the application and determine if you can complete and accurately answer all the questions.
3. If there are any questions you cannot answer because you lack information on a date or name or the other data, locate past pay stubs.

copies of performance evaluations, copies of job descriptions, etc. In short, locate or ask about the missing information. The point is that you have or you collect all the information you need to complete the application.

4. Neatly, legibly and accurately fill in every item on the Record-keeping application.
5. Complete the Mature/Older Person's Record-keeping Application Supplement form, starting on page 29.
6. Make two (2) copies of the Record-keeping Application and Record-keeping Supplement form.
7. Staple the original Record-Keeping Application and Supplement together. Do the same for the copies.
8. Place one of the stapled sets in your purse, pocket, folder or briefcase, whatever you use when you go on a job search.
9. Place one set in a safe place.

You now have in your possession a thorough record. When going on interviews or encountering situations in which you must complete an application, you no longer have to search for records, papers, certificates and the like. You now go prepared to put your best forward.

MATURE/OLDER PERSON'S RECORD-KEEPING APPLICATION

PLEASE PRINT OR TYPE

DATE _____ SOCIAL SECURITY NUMBER _____

NAME _____
Last First Middle

PRESENT ADDRESS _____
Street Apt.# City State Zip

TELEPHONE NO. _____
Area Code Telephone Number

ARE YOU RELATED TO ANY EMPLOYEE OF THIS COMPANY? _____
Name Department

REFERRED BY _____

POSITION DESIRED _____

AVAILABLE FOR ☐ PERM ☐ FULL ☐ DAYS ☐ WEEKENDS
☐ TEMP ☐ PART ☐ EVES

HAVE YOU EVER BEEN CONVICTED OF A CRIME? ☐ YES ☐ NO IF YES, EXPLAIN

_____

HAVE YOU EVER APPLIED TO THIS COMPANY BEFORE? ☐ YES ☐ NO IF YES, WHEN _____

DO YOU HAVE A VALID DRIVER'S LICENSE IF REQUIRED FOR THE POSITION? ☐ YES _____ ☐ NO

MAY WE CONTACT YOUR PRESENT EMPLOYER? ☐ YES ☐ NO

DO YOU HAVE EXPERIENCE WITH THE FOLLOWING: ☐ TYPING ☐ CLERICAL

☐ SWITCHBOARD ☐ SALES ☐ BUSINESS MACHINES

DESCRIBE ANY PARTICULAR SKILLS, INTERESTS, HOBBIES THAT YOU THINK WOULD QUALIFY YOU TO WORK FOR _____

_____

_____

EDUCATION AND SPECIAL TRAINING

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONCENCE SCHOOL				

ARE YOU CURRENTLY ATTENDING SCHOOL? ☐ YES ☐ NO

TYPE OF SCHOOL, DAYS AND HOURS, COURSES _____

_____

_____

EMPLOYMENT HISTORY

DATE MONTH & YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM TO				
FROM TO				
FROM TO				
FROM TO				
FROM TO				

REFERENCES: INDICATE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU WHOM YOU HAVE KNOWN AT LEAST ONE YEAR

NAME	ADDRESS	BUSINESS	HOW LONG KNOWN
1.			
2.			
3.			

DO YOU HAVE ANY EXISTING CONDITION WHICH WOULD INTERFERE WITH SATISFACTORILY PERFORMING THE JOB FOR WHICH YOU ARE APPLYING (EXAMPLE: ALLERGIES, BACK TROUBLE, BALANCE, HEART CONDITION)?

☐ YES ☐ NO EXPLANATION _____

I HEREBY AUTHORIZE THIS COMPANY TO OBTAIN FROM MY FORMER EMPLOYER ALL DATA NEEDED TO SUPPORT THIS APPLICATION. I HEREBY CERTIFY THAT EVERY STATEMENT I HAVE MADE ON THIS APPLICATION IS TRUE AND COMPLETE TO THE BEST OF MY KNOWLEDGE AND THAT ANY INCOMPLETE OR FALSE STATEMENT SUBJECTS ME TO DISQUALIFICATION OR DISMISSAL.

THIS COMPANY IS AN EQUAL OPPORTUNITY EMPLOYER AND, THEREFORE, DOES NOT DISCRIMINATE WITH REGARD TO SEX, RACE, CREED OR AGE.

MATURE/OLDER PERSONS RECORD-KEEPING APPLICATION SUPPLEMENT

DIRECTIONS: YOU MUST COMPLETE EVERY ITEM AND QUESTION ON THIS FORM

PLEASE PRINT LEGIBLY

NAME _____
LAST FIRST MIDDLE MAIDEN

PRESENT ADDRESS _____
STREET APT. NO. CITY STATE ZIP CODE HOW LONG

PREVIOUS ADDRESS _____
STREET APT. NO. CITY STATE ZIP CODE HOW LONG

HOME TELEPHONE NO. _____ BUSINESS TELEPHONE _____
AREA CODE TELEPHONE NO. AREA CODE TELEPHONE NO.

PRESENT BUSINESS _____

BUSINESS ADDRESS _____
STREET CITY STATE ZIP CODE HOW LONG

COUNTY IN WHICH YOU LIVE _____

DATE OF BIRTH _____
MONTH DAY YEAR

PLACE OF BIRTH _____
CITY COUNTY STATE

HEIGHT _____ WEIGHT _____

TYPE OF AUTOMOBILE _____
YEAR MAKE

AUTOMOBILE LICENSE/TAG NO. _____ DRIVER'S LICENSE NO. _____

SOCIAL SECURITY NO. _____

MILITARY RECORD:

TYPE OF DISCHARGE RECEIVED: ___ HONORABLE ___ DISHONORABLE
___ GENERAL ___ OTHER

LABOR UNION MEMBERSHIP CARD NO. _____

UNION: _____
NAME

_____
STREET ADDRESS

_____
CITY STATE ZIP CODE

_____
AREA CODE TELEPHONE NO.

PROFESSIONAL AND HONORARY ORGANIZATIONS

ORGANIZATION	FROM MONTH	FROM YEAR	TO MONTH	TO YEAR	OFFICES/POSITIONS

CIVIC AND SOCIAL ORGANIZATIONS

ORGANIZATIONS	FROM MONTH	FROM YEAR	TO MONTH	TO YEAR	OFFICES/POSITIONS

REFERENCES (1) JOB APPLYING FOR _____ (REFER TO PAGE 18)

REFERENCES FOR THE ABOVE JOB:

NAME	ADDRESS	BUSINESS	HOW LONG KNOWN

REFERENCES (2) JOB APPLYING FOR _____ (REFER TO PAGE 18)

REFERENCES FOR THE ABOVE JOB:

NAME	ADDRESS	BUSINESS	HOW LONG KNOWN

IN CASE OF EMERGENCY, CONTACT:

A.	B.
NAME	NAME
ADDRESS	ADDRESS
CITY, STATE, ZIP CODE	CITY, STATE, ZIP CODE
TELEPHONE	TELEPHONE

ARE YOU RECEIVING MEDICATION AT THIS TIME? _____

IF YES, PLEASE EXPLAIN: _____

_____

_____

HAVE YOU EVER BEEN DISMISSED OR ASKED TO RESIGN FROM ANY POSITION? _____

IF YES, PLEASE EXPLAIN: _____

_____

_____

WORK HISTORY: BEGIN WITH YOUR PRESENT OR MOST RECENT EMPLOYMENT AND LIST ALL YOUR EMPLOYMENT EXPERIENCES.

EMPLOYER'S NAME: _____

STREET ADDRESS: _____

CITY, STATE, ZIP CODE: _____ TELEPHONE NO.: _____

YOUR TITLE: _____ FROM _____ TO _____

SUPERVISOR'S NAME AND TITLE: _____

DESCRIPTION OF YOUR JOB TASKS, ACTIVITIES AND RESPONSIBILITIES: _____

_____

_____

REASON FOR LEAVING: _____

LOWEST SALARY: _____ ANNUAL HIGHEST SALARY: _____ ANNUAL

••••••

WORK HISTORY: BEGIN WITH YOUR PRESENT OR MOST RECENT EMPLOYMENT AND LIST ALL YOUR EMPLOYMENT EXPERIENCES.

EMPLOYER'S NAME: _____

STREET ADDRESS: _____

CITY, STATE, ZIP CODE: _____ TELEPHONE NO.: _____

YOUR TITLE: _____ FROM _____ TO _____

SUPERVISOR'S NAME AND TITLE: _____

DESCRIPTION OF YOUR JOB TASKS, ACTIVITIES AND RESPONSIBILITIES: _____

_____

_____

REASON FOR LEAVING: _____

LOWEST SALARY: _____ ANNUAL HIGHEST SALARY: _____ ANNUAL

••••••

WORK HISTORY: BEGIN WITH YOUR PRESENT OR MOST RECENT EMPLOYMENT AND LIST ALL YOUR EMPLOYMENT EXPERIENCES.

EMPLOYER'S NAME: _____

STREET ADDRESS: _____

CITY, STATE, ZIP CODE: _____ TELEPHONE NO.: _____

YOUR TITLE: _____ FROM _____ TO _____

SUPERVISOR'S NAME AND TITLE: _____

DESCRIPTION OF YOUR JOB TASKS, ACTIVITIES AND RESPONSIBILITIES: _____

_____

_____

REASON FOR LEAVING: _____

LOWEST SALARY: _____ ANNUAL HIGHEST SALARY: _____ ANNUAL

••••••

WHERE TO LOOK FOR WORK

WHERE TO LOOK FOR WORK

Having decided on one or two job choices (page 18), it is important to select appropriate sources to contact. Sometimes we are not fully aware of all the possible resources available to assist us with our search. Listed below are sources you may contact.

WHO CAN BE OF ASSISTANCE?		HOW CAN THEY ASSIST ME?
Persons		Persons
Identify by name at least two persons in each category		
Friends	1. _____	1. _____
	2. _____	2. _____
Relatives	1. _____	1. _____
	2. _____	2. _____
Former or Fellow Co-workers	1. _____	1. _____
	2. _____	2. _____
Others	1. _____	1. _____
	2. _____	2. _____

WHAT GROUP MAY BE OF ASSISTANCE? GET LOCATION INFORMATION ON THE PLACES YOU WILL CONTACT.

Agencies/Organizations

A. Public Employment Service Office

Street Address _____

City, State, Zip Code _____

Telephone _____

Contact Person _____

B. Unions

Name of Union _____

Street Address _____

City, State, Zip Code _____

Telephone _____

Contact Person _____

C. Professional Associations

Name of Association _____

Street Address _____

City, State, Zip Code _____

Telephone _____

Contact Person _____

Also remember that your local library can be of assistance. Seek out the reference librarians and let them know your job search needs, such as where to find information on a local firm, if newspapers are available so you can check ads, and the like.

WHAT MEDIA SOURCES MAY BE OF ASSISTANCE?

Check the ones you will use:

_____ Newspaper Advertisements

_____ Job/Union Newsletters

_____ Television and Radio Advertisements

WHAT PUBLICATIONS MAY BE OF ASSISTANCE?

Check the ones you will use:

_____ Professional Journals

Name of Journal _____

Name of Journal _____

OTHER

_____ Telephone Directories

_____ Bulletin Boards

HOW TO LOOK FOR WORK

HOW TO LOOK FOR WORK

You have thought through possible sources to contact for assistance in getting the job you seek. Now you must organize your search in a manner that will result in an interview that can hopefully lead to that job!

Before you can reach the interviewer, however, you must contact him/her in a manner that creates interest. Several tools are available:

- Resumes
- Job Letters
- References

THE RESUME

RESUMES

The resume has become a necessary and standard job search tool. Mature/older job seekers generally have not had (much) experience with resumes. Some, in fact, do not know what a resume is, how to prepare one or how to use it as a tool in looking for work. Their lack of knowledge results from mature/older persons spending many years in one or two companies with no need to job hunt. Or, in the case of the homemaker, there has been no "outside job" in which to work. A lack of knowledge and skill in preparing and using resumes seriously hampers mature/older persons' job search efforts.

Let us take some time and look at what the resume is, what it is used for and how to prepare one. For no matter what the individual's work history or job goal, a resume is a helpful way to tell someone on paper about yourself and what you have to offer.

WHAT IS A RESUME? The resume is a one-page description of your experiences and qualifications for a job. Though there are exceptions in which an individual will occasionally use a two-to-three page resume, these cases are rare. The resume, once again, is designed to describe experiences and qualifications for a job. If a person is seeking more than one type of job, then it is best to have more than one type of resume.

WHAT IS THE RESUME USED FOR? The resume is used by the job seeker to briefly describe experiences and qualifications to a potential employer. The resume is used by a potential employer to learn a great deal of job-related information about the job seeker in as brief a time as possible. A one-page resume meets both your needs and those of the potential employer, i.e., someone interested in hiring a person for a specific job.

The resume is usually the first introduction the potential employer has of you. It is from the resume that a decision is often made to invite a person for an interview. So the resume can be used to screen you in for an interview or to screen you out of a chance to be interviewed.

IT SHOULD BE CLEAR THAT THE RESUME IS A VERY IMPORTANT WORK-RELATED DESCRIPTION OF YOU. ANY JOB SEEKER CAN WRITE A CLEAR AND CONCISE RESUME. LET'S TAKE A LOOK AT HOW!

How to write a resume. Before writing a resume, several steps must be taken. These are:

- Know your work history. (If you completed the Work Life Review Autobiography, you should have some idea of your work history and its meaning to you in your present job search.)

- Determine your skills, i.e., know what you can do and what it is important for you to be able to do. (You have made such a determination through the Skills Assessment section.)

- Select the type of job you want to seek. (You made the selection on page 18.)

Based on the above factors, you are ready to learn how to write a resume.

Please turn the page. . .

There are three types of resumes:

- Skills Resume (sometimes called a Functional Resume)
- Chronological Resume (sometimes called an Historical Resume)
- Combined Resume

To introduce you to resumes, two sample cases will be used. One woman and one man will be seeking a job, and a sample of the three types of resumes for each will be shown. Study each case carefully. Be sure to take note of how skills and experiences are presented in each resume style.

After you have studied each case and resume samples, use the blank Resume Guide Sheets to write out your resume. Suggestion: Make copies of the blank guide sheets before attempting to develop your resume(s). This will allow you to practice writing resumes until you feel comfortable with the results.

RESUME CASE ONE

Doris Klutch, age 52, has worked as a file clerk, receptionist and administrative assistant. She left the labor force three years ago when the company moved out of her city. She has decided to return to work. Doris has done all the exercises in this book, including the resumes. Turn and read her three resumes--Skills Resume, Chronological Resume and Combined Resume.

Sample

RESUME: SKILLS

Doris Klutch
1112 South Hereto Road
Deerfield, Illinois 60609
(312) 123-4567

JOB GOAL — A position that uses my typing, record-keeping and business telephone skills.

RELEVANT SKILLS

TYPING - Type 55 wpm; type general correspondence; manuscripts and financial reports.

MAINTAIN RECORD SYSTEM - Develop record-keeping system, file, purge and update system.

MEET DEADLINES - Schedule and monitor work flow to meet time frames. Monitor progress and revise schedules, if necessary, to get results.

HANDLE TELEPHONE - Respond to calls in business and professional manner, screen calls, accurately take messages.

ARRANGE APPOINTMENTS AND TRAVEL - Efficiently arrange appointments, meetings and travel schedules. Set up conference facilities.

PERSONAL SKILLS — Dependable, Punctual, Caring, Responsible, Organized

EDUCATION — York High School, Deerfield, Illinois, 1950

REFERENCES — Available on request

Sample

RESUME: CHRONOLOGICAL

Doris Klutch
1112 South Hereto Road
Deerfield, Illinois 60609
(312) 123-4567

JOB GOAL

A position that fully utilizes my professional secretarial skills.

EXPERIENCE

Administrative Assistant, Hearhere Box Company, White Oaks, Maryland, 1973-1980.

Maintained office in supervisor's absence, handled telephone, designed and maintained record-keeping system, arranged executive staff appointments.

Receptionist, Marcus Wellsbie Company, Deerfield, Illinois, 1962-1972.

Answered telephone, filed, typed general correspondence, manuscripts.

File Clerk, Notwell Hospital, Gyn-Ob Clinic, New Hope, New Jersey, 1952-1961.

Maintained medical records by accurately classifying and filing.

PERSONAL SKILLS

Dependable, Punctual, Caring, Responsible, Organized

EDUCATION

York High School, Deerfield, Illinois, 1950

REFERENCES

Available on request

Sample

RESUME: COMBINED

Doris Klutch
1112 South Hereto Road
Deerfield, Illinois 60609
(312) 123-4567

JOB GOAL

A position that fully utilizes my professional secretarial skills.

SKILLS

Ability to Type

- 55 wpm
- General correspondence
- Manuscripts, financial reports
- Graphs, charts, diagrams

Ability to Operate Office Equipment

- Copiers
- Calculator
- Postage Machine

Ability to Meet Deadlines

- Schedule and monitor work flow.
- Monitor deadline progress and revise plan as appropriate to produce results.
- Motivate support staff to complete assignments in timely fashion.

Ability to Handle Telephone

- Respond to business and professional calls.
- Accurately receive and deliver messages.

EXPERIENCE

Administrative Assistant, Hearhere Box Company, White Oak, Maryland, 1973-1980.

Receptionist, Marcus Wellsbie Company, Deerfield, Illinois, 1962-1972.

File Clerk, Notwell Hospital, Newhope, New Jersey, 1952-1961.

PERSONAL SKILLS

Dependable, Punctual, Caring, Responsible, Organized

EDUCATION

York High School, Deerfield, Illinois, 1950

REFERENCES

Available on request

RESUME CASE TWO

Dennis Scotch, age 45, had worked in the local factory for 15 years. The company recently changed owners, and Dennis was among 37 workers released. Dennis completed the Work Life Review Autobiography, Skills Assessment and Application/Supplement exercises. He recently wrote the resumes that follow.

Sample

RESUME: SKILLS

Dennis Scotch
2723 Heros Street
Plainville, Texas
(731) 947-8329

JOB GOAL	A position that uses my skills in maintaining stock room operations and equipment.
RELEVANT SKILLS	Operate Forklift. Safely operate forklift to move and store supplies and equipment. Perform Minor Equipment Repairs. Maintain small machinery in working condition. Keep Accurate Records. Log incoming and outgoing supplies and equipment for company, maintain all purchase order files. Conduct Inventory Control. Insure inventory of company.
PERSONAL SKILLS	Mature, Resourceful, Dependable, Hard Working, Flexible
EDUCATION	GED in military, 1958
MILITARY SERVICE	United States Marines, 1958-1961, Honorable Discharge - Operations Clerk
REFERENCES	Available on request

Sample

RESUME: CHRONOLOGICAL

Dennis Scotch
2723 Heros Street
Plainsville, Texas
(731) 947-8329

JOB GOAL

A position that uses my skills in maintaining stock room operations and equipment.

EXPERIENCE

Factory Linesman, Joseph Deeds Manufacturing Company, Plainsville, Texas, 1968-1983

Operated forklift and steel press, maintained production log, ordered supplies for unit.

Stock Clerk, Kraus Market, Plainsville, Texas, 1961-1966

Stocked shelves.

PERSONAL SKILLS

Mature, Resourceful, Dependable, Hard Working, Flexible

EDUCATION

GED in military, 1958

MILITARY SERVICE

United States Marines, 1958-1961, Honorable Discharge - Operations Clerk

REFERENCES

Available on request

Sample

RESUME: COMBINED

Dennis Scotch
2723 Heros Street
Plainsville, Texas
(731) 947-8329

JOB GOAL

A position that uses my skills in maintaining stock room operations and equipment.

SKILLS

Ability to Operate Forklift

- Safe operation of lifting equipment.

Ability to Perform Minor Equipment Repair

- Repair office small motor machinery.
- Perform general maintenance on forklift.
- Evaluate equipment for repair bids.

Ability to Keep Accurate Records

- Log incoming and outgoing supply and equipment orders.
- Maintain purchase order files.

Ability to Maintain Inventory

- Schedule inventory monitoring activities.
- Order supplies and equipment.

EXPERIENCE

Factory Linesman, Joseph Deeds Manufacturing Company, Plainsville, Texas, 1968-1983

Stock Clerk, Kraus Market, Plainsville, Texas, 1961-1966

PERSONAL SKILLS

Mature, Resourceful, Dependable, Hard Working, Flexible

EDUCATION

GED in military, 1958

MILITARY SERVICE

United State Marines, 1958-1961, Honorable Discharge - Operations Clerk

REFERENCES

Available on request

DIRECTIONS Use the three following blank resume guide sheets to develop resumes for the type of job you are seeking. Remember to make copies of these blank sheets. Having extra copies will enable you to practice writing resumes.

RESUME: SKILLS

_____
Name

_____
Street Address

_____
City, State, Zip Code

_____
Area Code/Telephone

JOB GOAL

RELEVANT SKILLS

PERSONAL SKILLS

EDUCATION

MILITARY SERVICE (if applicable)

REFERENCES

RESUME: CHRONOLOGICAL

Name

Street Address

City, State, Zip Code:

Area Code/Telephone

JOB GOAL

EXPERIENCE

PERSONAL SKILLS

EDUCATION

MILITARY SERVICE (if applicable)

REFERENCES

RESUME: COMBINED

Name

Street Address

City, State, Zip Code

Area Code/Telephone

JOB GOAL

SKILLS

EXPERIENCE

PERSONAL SKILLS

EDUCATION

MILITARY SERVICE (if applicable)

REFERENCES

JOB LETTERS

JOB LETTERS

Your job letter is a very important tool in your initial contact with an employer or as a follow-up to a contact you have already made. Basically, the purpose of a job letter is to catch the attention and interest of the employer. Obviously, then, you want to make a positive impression through your job letter.

Here are some basic principles for a good letter:

Establish a good "tone" by:

- being positive and pleasant
- being personal and polite
- being concise and complete

In writing your job letter, you should be clear (that is, avoiding gibberish and disjointed sentences) about the intent of your letter. For example, to introduce yourself or to make an appointment.

When appropriate, your letter should have a built-in desired response from the employer. One example is to say that you might possibly call next week with a question.

There are five types of job letters:

1. A Cover Letter
2. A Direct Inquiry Letter (Also known as an Introductory Letter)
3. An Ad Response Letter (Also known as an Ad Reply Letter)
4. A Thank-you Letter
5. A Follow-up Letter

POSITION AVAILABLE

OFFICE SUPERVISOR

Small downtown trade association has an opening for an office supervisor. Duties include updating and maintaining membership, filling publication orders, maintaining sales and course materials inventories, supervising a general office staff of five. Must be dependable and have some bookkeeping skills. Send resume in confidence to:

Mr. John Jones
Assistant Director
Shortwood Corporation
64 Oak Drive
Oakwood, Maryland 46901

A COVER LETTER

Purpose: This type of job letter highlights your experience, skills and interests in a particular type of work and accompanies a resume.

General Usages: This letter may be used to apply for a particular type of job or to inquire about possible openings.

Sample

COVER LETTER

1234 South 38th Street
Arlington, Virginia 22226
January 21, 1984

Mr. John Jones
Assistant Director
Shortwood Corporation
64 Oak Drive
Oakwood, Maryland 46901

Dear Mr. Jones:

I am writing in response to your advertisement for an office supervisor in the June 3, 1982, edition of the Daily Post.

(REFERS TO PLACE ADVERTISEMENT SEEN, DATE AND POSITION.)

Your ad indicates that updating and maintaining membership files, supervising a staff of five and maintaining sales and course materials inventories are needs of your organization.

(SHOWS AWARENESS OF AGENCY NEEDS OR PROBLEMS.)

As my enclosed resume shows, I have had experience that includes, though is not limited to, working for a community college and a large sales agency in addition to performing bookkeeping duties for two years. Specifically, my experience has included:

- assisting in the establishment of a system for coordinating a field operation of 10 persons for a sales agency
- developing and supervising an office plan for answering telephone inquiries and preparing periodic departmental reports, memos and inventories

(A BRIEF INDICATION OF RELATED SKILLS AND EXPERIENCE.)

I feel certain that my skills and experiences would prove beneficial to the goals of your agency. At any mutually convenient time it would be my pleasure to report to your office for an interview and discussion of my background in further detail.
(REFLECTION OF SELF-CONFIDENCE AND ABILITY TO TRANSFER SKILLS.)

I look forward to hearing from you.
(SEEKS A RESPONSE FROM THE READER.)

Sincerely,

COVER LETTER FORMAT

DIRECTIONS Using the format you have just read in cover letters, please write a sample Cover Letter that you might use to apply for a particular job or to inquire about possible openings.

REFER TO DATE AND POSITION

AWARENESS OF AGENCY/ORGANIZATION NEEDS OR PROBLEMS

BRIEF INDICATION OF RELATED SKILLS AND EXPERIENCES

TRANSFERABILITY OF SKILLS WHEN APPROPRIATE

SEEK A RESPONSE FROM THE READER

A DIRECT INQUIRY LETTER

Purpose: This type of job letter briefly describes your skills, experiences and interests for a certain type of work.

General Usage: You may use this letter to request information about available openings in the field of your interest. In this case, a resume is not included.

Sample

DIRECT INQUIRY LETTER

1234 36th Street
Arlington, Virginia 22256
June 6, 1984

Charles W. Brown, M.D.
622 Faith Avenue
Alexandria, Virginia 21004

Dear Dr. Brown:

I am writing to you in the hope that your office may need someone with my experience and background to work on a part-time basis. My different jobs in the past several years have included handling billing, bookkeeping and general office operations at a community college and a sales agency.

(FIRST PARAGRAPH SEEKS ATTENTION AND INTEREST OF READER.)

More specifically, my responsibility at the community college was to handle weekly receipts for a student-operated bookstore. At the sales agency, I was responsible for the bookkeeping that included disbursement of profits and inventories by the end of each month. On a volunteer level, for two years I worked each week as an aide at our local nursing home.

(INDICATES EXPERIENCE RELATIVE TO READER'S POSSIBLE INTEREST AND NEEDS.)

Should you feel that my experience and skill would prove helpful to your office operations, I'd be delighted to talk with you in more detail. My telephone number is 260-1786, or you may write to me at the above address.

I look forward to hearing from you.

(SEEKS A RESPONSE FROM READER AND CLOSES ON A POSITIVE NOTE.)

Sincerely,

DIRECT INQUIRY LETTER FORMAT

DIRECTIONS — Using the format you have just read for direct inquiry letter (NOT A RESUME), please write a sample direct inquiry letter that you may use. Your letter may request information about available job openings in your field or present yourself for possible employment in your field.

SEEK ATTENTION AND INTEREST OF READER

INDICATE EXPERIENCE RELATIVE TO READER'S INTEREST AND NEEDS

SEEK RESPONSE FROM READER AND CLOSE ON A POSITIVE NOTE

AD RESPONSE LETTER

Purpose: This job letter highlights your skills, experiences and interest for a specific position advertised.

General Usage: This letter is similar in some ways to a cover letter. It may be used to respond to a particular job that has been advertised. A resume usually accompanies an ad response letter.

Sample

AD RESPONSE LETTER

1234 S. 38th Street
Arlington, Virginia 22226
January 22, 1984

Mr. John Jones
Assistant Director
Shortwood Corporation
64 Oak Drive
Oakwood, Maryland 46901

Dear Mr. Jones:

I am interested in being considered for the office supervisor position advertised in the January 20, 1980, edition of the Daily Post. This letter and my enclosed resume outline my experience and achievements.

(A STATEMENT OF PURPOSE FOR WRITING THE LETTER.)

My work experience in management and coordination of field operations highly qualifies me to deal with managing and coordinating the various units of a department. I have also developed good supervisory and technical writing skills and played a significant role in organizing and implementing the regional office operations of my previous employment.

(EMPHASIZES YOUR QUALIFICATIONS AND ACCOMPLISHMENTS.)

Your agency's continuing education training program is most impressive. With my previous experience and your training program as a foundation, I have no doubt of my ability to do an excellent job for your company.

(CREATE AGENCY'S DESIRE TO INTERVIEW YOU.)

It would be my pleasure to report at your office for an interview at any mutually convenient time. I look forward to hearing from you.

(REQUESTS INTERVIEW.)

Sincerely,

AD RESPONSE LETTER FORMAT

DIRECTIONS Using the format you have just read for the Ad Response Letter (usually with resume), please write a sample Ad Response Letter for a specific position advertised.

WHY WRITING LETTER

EMPHASIZE QUALIFICATIONS AND ACCOMPLISHMENTS

CREATE DESIRE TO INTERVIEW YOU

ASK FOR INTERVIEW

THANK-YOU LETTER

Purpose: The purpose of this letter is to express your appreciation to the interviewer for his/her time and consideration.

General Usage: This letter is sent shortly after an interview. You briefly review the high points of the interview and again indicate your strengths and interests for the position.

Sample

THANK YOU LETTER

1234 S. 38th Street
Arlington, Virginia 22226
January 24, 1984

Mr. John Jones
Assistant Director
Shortwood Corporation
64 Oak Drive
Oakwood, Maryland 46901

Dear Mr. Jones:

Thank you so much for the opportunity to talk with you last Wednesday (or date) about the office supervisor position. There is no question in my mind that the time was well spent, and I gained some valuable insight into your company's goals, mission and operations. (A STATEMENT OF APPRECIATION AND AWARENESS OF COMPANY PRIORITIES, GOALS AND MISSION.)

It is my feeling that my work experiences in management and coordination of field operations well qualifies me to deal with managing and coordinating the various units of a department. Also, my skills in technical writing and experiences in organizing and coordinating a regional office would serve well in the office supervisor position. (SHARE SOME PAST RELATED ACCOMPLISHMENTS.) (WHERE APPROPRIATE, SHOW TRANSFER SKILLS.)

Again, I appreciate the time you gave. The challenge presented by the position greatly interests me. I look forward to hearing from you. (A POSITIVE CLOSEOUT.)

Sincerely,

THANK YOU LETTER FORMAT

DIRECTIONS: Using the format you have just read, Thank-you Letter, please write a sample letter after an interview. Review the main points of the interview and underscore your strengths for the position.

STATEMENT OF APPRECIATION AND AWARENESS OF COMPANY PRIORITIES, GOALS AND MISSION

SHARE SOME PAST RELATED ACCOMPLISHMENTS AND TRANSFERABILITY OF SKILLS, IF APPROPRIATE

POSITIVE CLOSEOUT

FOLLOW-UP LETTER

Purpose — This job letter reestablishes your contact with a prospective employer.

General Usage: — You remind the employer, after a period of time has elapsed, of your continued interest in employment and your qualifications.

Sample

FOLLOW-UP LETTER

1234 S. 36th Street
Arlington, Virginia 22226
February 23, 1984

Mr. John Jones
Assistant Director
Shortwood Corporation
64 Oak Drive
Oakwood, Maryland 29394

Dear Mr. Jones:

I am writing to inquire about the position of office supervisor that we discussed in our meeting on January 21, 1984. If the job has not been filled, please know that I continue to be an interested candidate.

(REMINDER OF PAST MEETING AND INTEREST IN POSITION.)

You may recall my many years of experience in management and organizational development. I have also developed excellent supervisory and technical skills and played a significant role in organizing and implementing the regional office operations of my previous employment.

(REVIEW RELATED ACCOMPLISHMENTS.)

I would so much like to hear from you about the position. Thank you again for your consideration.

(INDICATE DESIRED RESPONSE.)

Sincerely,

FOLLOW-UP LETTER FORMAT

DIRECTIONS: Using the format you have just read, Follow-up Letter, please write a sample letter reminding the employer of your qualifications, past accomplishments and continued interest in employment.

REMINDER OF PAST MEETING AND INTEREST IN POSITION

REVIEW RELATED ACCOMPLISHMENTS

INDICATE DESIRED RESPONSE

GENERAL STRUCTURE OF A LETTER

[Paragraph I]

Here you can state why you are writing the letter.

[Paragraph II]

You may want to include something about the company to which you are writing. Here you link what you know about the company (achievements, products, etc.) and how you could fit into its business.

In this, the main body of your letter, you want to persuade the reader that you will be an asset to the company, that you bring a wealth of experience and maturity to the job, pointing out what your strongest qualifications and abilities are for the job.

The essence is that you are telling the reader why you should have the job.

It is important that you carefully review your work history autobiography, skill assessment and application/supplement in order to convincingly indicate your strongest qualifications and abilities for the job that interests you.

[Paragraph III]

Request appointment if appropriate to the purpose of your letter.

[Paragraph IV]

Closing: Here you may indicate your desire to get additional information in person or by telephone. Thank the reader for her/his time.

SUMMARY: HOW TO LOOK FOR WORK

Congratulations! You have just completed two critical areas of learning how to conduct a job search--developing resumes and writing job letters. Your wise use of both is the key to your success in landing that job. You will want to be sure that you carefully observe the following steps:

1. Be sure you understand and have a good sense of the particulars of the job for which you are applying.

2. Be sure you target the resume information to show your experiences and qualifications for a specific job.

3. Be sure your Cover Letter addresses the specific description of the advertised position.

4. Be sure when not using a resume that your Direct Inquiry Letter contains full job qualification information and why the company should be interested in interviewing you.

5. In using resumes and/or letters, you must always be sensitive to who will be the reader. Your resumes and letters must reflect your best qualifications and competencies. They must also provide information that stimulates the reader's interests and meets his/her needs.

6. Remember, your resume and letter are the reader's initial introduction to you. If you cannot neatly type them, pay someone to do it correctly.

Just as a picture is worth a thousand words, so your resume, like the application, is the reader's "job picture" of you. Its proper preparation will be one of your wisest investments!

REFERENCES

REFERENCES

- References are resources who can speak about your qualifications and competencies for a job.
- References are persons who have some level of experience with and regarding your work.
- References are persons who think and speak well of the quality and effect of your work.
- References are persons you have asked to provide references for you.
- References are persons who will take time to review your resume and reasonably agree with its content or offer positive suggestions for changing it.
- References are persons who will give a fair assessment, a good reference.
- References are not friends, relatives, coworkers unless they fit all the above characteristics of a reference.

Before using someone as a reference, be sure:

- You have asked him/her if he/she is willing and able to serve as a reference.
- You have asked him/her if he/she could and would give you a good reference. (Because someone agrees to give a reference, it does not necessarily mean that it will be good or positive.)
- You have given the reference a copy of the resume. Your reference may use it as an update on your skills and qualifications.

Mature/older job seekers must carefully select their references. In cases of years of experience in the work world, there may be many persons to select as references. Choose those who can address the skills and abilities shown in the resume. In cases of very limited work history, the mature/older job seeker should carefully select individuals who can best address experiences gained in volunteer activities or, if appropriate, educational attainment. The reference must be able to confirm you have the skill or to make a strong case for your potential to fill the job based on education/training. Employers differ in their methods of contacting references, so be sure to determine that those you use as references are willing to give verbal and written references for you. In fact, it may be helpful to obtain written references. These may be taken on job interviews (see page 95).

JOB INTERVIEW

JOB INTERVIEW

The job interview is the occasion that allows two critical questions to arise:

Interviewer - Is this the person we want/need to hire?

Interviewee - Is this the job I really want, and is this the place where I want to work?

The job interview, then, is your opportunity to give further information and impressions about your work skills, experiences and qualifications. The job interview is also when you ask those relevant questions about the job and work environment to determine their suitability for you.

Further, the job interview is your opportunity to meet the interviewer face to face. Remember he/she has met you only through your resume, cover letter and/or application. It was impressions from these sources that made you appear an appropriate candidate for the job. Through the job interview you have a chance to enhance and further develop these positive impressions.

As a mature/older job seeker, you may now begin to display the personal skills you checked earlier, such as punctuality, competence, poise and thoughtfulness.

Also, you may speak knowledgeably of the work or transferrable skills you indicated in the Work Life Review Autobiography and various skills exercises.

The Job Interview involves several stages: Pre-interview, Interview, Post-interview. Each stage is dealt with separately on the following pages.

PRE-INTERVIEW STAGE

THE FOLLOWING MUST EITHER BE THOUGHT ABOUT OR ACTUALLY DONE.

a. GROOMING: Once again, remember you are presenting a "job picture" of yourself. Consider the appropriate business attire/appearance you need. It is acceptable that for work in an office a man will wear a suit and tie and a woman will wear a suit (no pantsuit!) or a tailored dress with or without a business style jacket. Subdued colors are preferred (gray, navy, tan)--no flowers, prints or loud colors. For construction or landscape type work, sports slacks and shirts are acceptable.

All attire/appearance must meet the following standards (you may want to use this as a checklist):

- shoes cleaned and polished
- socks and hosiery clean and without holes or runs
- clothes cleaned and pressed, minimum jewelry
- hair cleaned, groomed
- hands and nails cleaned
- men: no bulky pockets
- women: purses neat and not bulky

b. TRAVEL PREPARATION: Identify the location where the interview is to take place. Use city or bus maps, if necessary. If you are unsure of the travel time, make a trial trip to the location, and be sure to time the trip.

Arrange your means of transportation in advance. Be sure your car is in good working order, that you know when the bus/train will arrive, that your ride will be on time.

c. CONFIRM INTERVIEW APPOINTMENT: The day before the interview, telephone the interviewer and confirm date and time of the interview. For example, "My name is Mrs. Smith, and I am calling to confirm my appointment with Mr. Jones tomorrow at 10:30 a.m." Wait for the party to verify that the information is correct.

d. ENSURE REFERENCES: As mentioned in the section on References, when you know what the job is that you are applying for, be sure you have informed your references of your pending interview. Confirm that your references will respond.

e. REHEARSAL: It is a good idea to "rehearse" or practice how you will respond in the interview setting.

Envision and imagine yourself in a positive interview situation.

Sit before a mirror in the same posture you would use in an interview setting. Take note as to whether you slump or sit in an awkward way. Be sure you sit erect and comfortably.

f. PREPARE A PORTFOLIO: Be sure you have prepared a folder with the following information you may need: A copy of the resume; a Record-keeping Application with Supplement; if appropriate, examples of your work; reference letters, if available, and other appropriate documents.

g. REVIEW AND ANSWER INTERVIEW QUESTIONS: See Sample Interview Questions on the next few pages.

SAMPLE INTERVIEW QUESTIONS

There are many questions that may be asked during an interview, and the list can be as endless and varied as the interviewers and jobs available. But there are certain questions that surface in all interviews. First, there is a set of questions that must be answered about the job itself; secondly, there is a set of questions about the interviewee, and, thirdly, a set concerns the company and/or industry.

Let us consider each set of questions.

Job-focused Questions

1. What is your experience in this type of work?
2. Tell me about your job at the Mumford Company. What did you do?
3. Have you had any training in widget-making/typing/gardening, etc.?
4. Tell me about yourself.
5. How long have you been in sales/teaching/working as a nurse's aide, etc.?
6. What do you like about sales/teaching/widget-making/typing, etc.?
7. Why should I hire you?
8. If you could select any type of work in the world, what would you choose?
9. Why is sales/teaching/driving a van/gardening, etc., important to you?

10. If you could change any aspect of sales/gardening/widget-making/teaching, etc., what would you change?

11. Why are you applying for this job?

Interviewee-focused Questions

1. How would your friends, spouse, child(ren) describe you?
2. Why did you choose to be a (name your career)?
3. How would you describe yourself?
4. What is your view (philosophy) of life?
5. Do you think you can keep up the pace?

Company/Industry-focused Questions

1. What do you know about Bibbs Manufacturing Company?
2. How did you learn about the company?
3. What do you think it takes to make a contribution or to be successful at a firm like Bibbs?
4. At what place have you most or least enjoyed working?
5. What do you think working at Bibbs Manufacturing Compnay offers you?

The above list of questions is by no means exhaustive. Remember, there are as many questions as there are jobs and interviewers. Numerous listings of questions are available through your local library resources. The importance of the above questions is that they focus your attention on the broader intent of interview questions. ALL INTERVIEW QUESTIONS ARE WORK RELATED. All interview questions

seek to tap your intellectual, motivational, personality and aptitude capacities for a job. Put differently, interview questions seek to determine if who and what you are matches a particular job in a particular company. Whether the question seems to be position, interviewee or company related, ANSWER ALL QUESTIONS IN TERMS OF YOUR SKILLS, KNOWLEDGE AND EXPERIENCE CONCERNING THE JOB YOU ARE APPLYING FOR.

For example, if the job you are applying for is sales, your answers should always make a reference to some aspect of your sales skills and/or experience.

SAMPLE

Job-focused Question 2: Tell me about your job at the Mumford Company? What did you do?

Response: I sold small head bolts in the equipment unit. Our customers were machinery parts builders. I sold to our midwest regional customers. (If you were a top salesperson, won any awards, received special commendations, etc., these should also be mentioned).

Job-focused Question 7: Why should I hire you?

Response: Because I have 13 years of sales experience at Mumford, three years at Riggs Machinery and I have demonstrated skill in getting orders and closing a sale. Also, my record shows I received one of the Top Small Head Bolts Sales Awards. (Mention other factors such as sold $15,000 of TSHB, 15 percent above the unit average. Or you might mention you brought in 50 new customers every two months, a third more than the other salespeople.)

Job-focused Question 9: Why is sales important to you?

Response: Because it allows me a chance to achieve, to talk to people and help them select products that will improve their businesses. It enables me to be with people, something I enjoy, and it's a challenge.

Interviewee-focused Question 3: How would you describe yourself?

Response: I like a challenge, the chance to interest someone in a product and to convince him/her how a product can help in business. I like having to think on my feet. Sales work requires one to put a lot of information together in a short period of time and effectively present such information to another in a useful light.

Company-focused Question 4: At what place have you most enjoyed working?

Response: I've enjoyed most of my work experiences. When I was in equipment sales at Ruthers, it was quite a challenge because they encouraged each person in sales to reach his/her maximum sales potential. Like Bibbs Manufacturing, they were supportive of employees making suggestions and taking steps that would improve sales in their own departments as well as throughout the company.

To help you determine your skill in answering interview questions, the following exercise has been provided.

DIRECTIONS Step 1. Select six (6) questions from the Job-related Questions and give your responses in the space below. It is assumed you will answer the questions relative to a specific job that you are seeking. (As with the Resume, you may want to make copies before using. This will enable you to practice.)

Job-focused Question ____:

_____

_____

Response: _____

_____

_____

_____

Job-focused Question ____:

_____

_____

Response: _____

_____

_____

_____

Job-focused Question ____:

Response:

Job-focused Question ____:

Response:

Job-focused Question ____:

Response:

Job-focused Question ____:

_____

_____

Response: _____

_____

_____

_____

_____

Step 2. Answer all five (5) Interviewee-focused Questions. Remember, answer in terms of your skills, experience and abilities for a specific job.

Interviewee-focused Question 1: How would your friends, spouse, child(ren) describe you?

Response: _____

_____

_____

_____

_____

_____

Interviewee-focused Question 2: Why did you choose to be a

_____?
fill in name of position or career

Response: _____

_____

_____

_____

_____

_____

Interviewee-focused Question 3: How would you describe yourself?

Response: _____

_____

_____

_____

_____

_____

Interviewee-focused Question 4: What is your view (philosophy) of life?

Response: _____

_____

_____

_____

_____

_____

Interviewee-focused Question 5: Do you think you can keep up the pace?

Response: _____

_____

_____

_____

_____

_____

DIRECTIONS Step 3. Select two (2) questions from the Company/Industry-focused Questions. Remember, answer in terms of your skills, experience and abilities for a specific job at a particular company or organization.

Company/Industry-focused Question ____:

_____

_____

Response: _____

_____

_____

_____

_____

_____

Company/Industry-focused Question ____:

_____

_____

Response: _____

_____

_____

_____

_____

_____

SPECIAL QUESTIONS MATURE/OLDER JOB SEEKERS MAY ENCOUNTER

In addition to the usual round of interview questions, mature/older job seekers sometimes must face myths and prejudices about older workers. Remember, maturity, experience and wisdom are on your side. Imagine yourself answering age-focused questions calmly, directly and comfortably. Avoid feeling negatively about the questions or interviewer. View the points raised as just another opportunity to display your qualifications. By the manner in which you answer the questions, let the interviewer know your age is an asset, a plus!

DIRECTIONS: Review the questions and sample responses below. For each question, decide if you would be comfortable with the sample answer. If not, think how you could answer calmly, comfortably and in a way that shows your experiences, skills and age as an asset.

1. The job will require someone who can keep up a fast pace. Do you think you can?

   (A variation of the above question might be: You know you'll have to keep up with the other workers. How do you feel about that?)

   SAMPLE ANSWER: I've worked hard all my life and am in pretty good shape. I can usually do what I need to do.

2. This job doesn't pay as much as a man/woman with your experience must be accustomed to making.

   SAMPLE ANSWER: Yes, I considered that. The amount I understand it pays is in line with what the job requires.

3. Most of our supervisors are between 29 and 37 years old. Won't it bother you to be told what to do by someone so much younger?

   (Another way the above question may be stated is: Sometimes our younger supervisors don't feel comfortable telling the older workers what to do.)

   SAMPLE ANSWER: My work experiences have included working with <u>all</u> age groups. I am comfortable with a range of persons. I don't think I'll have any problem.

4. It's a policy to promote within the company.

   SAMPLE ANSWER: I know I have the experiences (state them) and skills (state them) to do the job (state title).

5. This job may require some training in a few months. Do you think you'd want to enter a training program?

   SAMPLE ANSWER: I've had to learn each job I've had. Also, I have had to learn new things and new ways after years on a job. I like to keep learning and growing.

6. Quite frankly, it will cost us a bit more to hire you because of the insurance and pension rates.

   SAMPLE ANSWER: I'd like a chance to find out how costs for insurance and pensions can be kept in line for my hiring. Could you tell me more about the choices or options of each? With my background and skill for this job, I'm sure I will be an asset.

7. We need someone who can be here every day. Sometimes illness keeps workers home.

   SAMPLE ANSWER: My health is fine. I haven't missed over four days in the last two years.

Myths, stereotypes and misinformation about older workers are not meant for you personally. Age during mid-life and later is not yet viewed positively in our society. Much ignorance and misinformation surround adult aging and work capacity. There are potential employers who will listen to what you have to say about your skills and experiences for a particular job. So, no matter what the question during the interview, keep matching yourself to the requirements of the job.

INTERVIEW STAGE

An interview should be conducted only after the Pre-interview steps have been completed. The prior preparation contained in those steps will lessen your uncertainty and, in turn, your anxiety will be reduced and you will be more relaxed for the actual interview. How the interview begins is important. You should be sensitive to several factors.

- Allow the interviewer to take the lead.
- Give a firm handshake.
- Be seated in a comfortable but business-like posture.
- Place your folder of materials in your lap.
- Take note of what you are going with your hands. Place them comfortably in your lap or on the arms of the chair, if convenient.
- Maintain eye-to-eye contact with the interviewer.
- If you need a few moments to reflect on a question, state this simply to the interviewer. For example, "I'd like to take a minute to think about that."
- As a mature/older job seeker, remember you cannot hide your age. Nor do you want or need to. Something in your resume/letter/application interested the company in interviewing you. As

indicated in the Sample Interview Questions, emphasize your experience, maturity and wisdom. In short, present your age as positively related to what you have to offer to the job.

- Answer questions accurately and completely--but above all answer with job-related information.

- Be sensitive to when the interview is winding to a close. If there is any remaining relevant and important information, courteously and tactfully bring it into the discussion.

- Allow the interviewer to bring the interview to a close unless he/she gives some strong hint for you to do so.

- Listen for when the interviewer indicates you will be informed of the outcome. If a definite date is not mentioned, try to get one. For instance, you might suggest that you will telephone him/her within a week (give a date, such as February 21). Ask if it would be all right to telephone on that date. Also mention whether you will telephone in the morning or afternoon.

- Thank the interviewer for his/her time and exit.

POST-INTERVIEW STAGE

There are two parts to the Post-interview Stage. They are: a) follow up with the interviewer/company, and b) follow up with oneself.

A. With regard to the interviewer/company, several steps may be taken.

1. A Thank You Letter (as previously described) should be written. In addition to thanking the interviewer for his/her time, also thank him/her for the opportunity to learn more about the position and the company. If you are interested in the position, emphasize in the letter your qualifications as they match the position requirements.
2. If you agreed to follow up with a telephone call, note the date and time on your calendar. On that date, telephone the interviewer. Ask whether a selection has been made. Depending on the response, you will either thank the interviewer again for time and opportunity, or you will be in the fortunate position of arranging a second interview to discuss job acceptance. There is, of course, the possibility that you may be told that the decision is still in process. If so, attempt to set another definite time and date to get the outcome.
3. If you are told another person has been selected, you may respond in several ways.
   a. Ask the interviewer if he/she knows of similar openings in other companies.

b. If the timing seems right and you feel comfortable, you may ask the interviewer what skills and/or training you need to fully quality for such a job. Remember, the more you can learn about what makes you marketable, the more advantage you can gain in your job search. The interviewer's comments should be seen as positive feedback.

c. If you are not comfortable or feel that the timing is not right to seek feedback, ask the interviewer to keep your resume and application on active file and indicate that you would like to follow up in three (3) months.

d. If item c applies, note on your calendar the date you should make the three (3) month follow-up contact.

B. With regard to oneself and responses to the interview, several helpful actions may be taken.

1. Reflect on what happened in the interview (did you maintain eye-to-eye contact, did you answer the interviewer's questions fully and accurately, did you feel comfortable? etc.). Use the MOTIVATION AND EVALUATION CHECKLIST on pages 111 and 112 to assess your interview experience.
2. If another person is selected for the position, determine that you will move forward; i.e., will be motivated to continue the search. Examine the MOTIVATION AND EVALUATION CHECKLIST to determine how you might improve your next interview.

MOTIVATION AND EVALUATION CHECKLIST

Practice makes perfect!*

The average job seeker makes several to many interviews before securing employment.

Possessing job search skills improves your chance of getting interviews. The more interviews, the more likely you are to get employment sooner. Evaluation and perseverance are the keys.

*Practice makes perfect, if evaluated. If one practices imperfectly, one is not gaining the actual skills needed to effectively land a job. So it is important that you assess what you have learned from your interview.

On (date), I conducted a job interview at the (name) _____ with, (name of interviewer).

_____

_____

_____

_____

Directions Check items that apply to your interview experience.

Please turn the page...

STEP I.

Checklist	Did	Did Not Do
1. Appropriate appearance.	____	____
2. Good eye contact with interviewer.	____	____
3. Firm handshake.	____	____
4. On time for interview.	____	____
5. Planned enough time to get to the interview.	____	____
6. Had resume, reference letters, etc.	____	____
7. Application form was neat.	____	____
8. Asked specific questions about the job.	____	____
9. Gave definite and job-focused response to questions.	____	____
10. Allowed the interviewer to lead with the question.	____	____
11. Arranged a time to telephone for results.	____	____
12. Expressed myself clearly (diction, grammar).	____	____
13. Had confidence and poise.	____	____
14. Had positive attitude.	____	____
15. Showed interest and enthusiasm.	____	____
16. _____	____	____
17. _____	____	____
18. _____	____	____
19. _____	____	____
20. _____	____	____

STEP 2.

From the items you check above, briefly describe your evaluation; i.e., what you think of, how you feel about and what you learned from the interview.

_____

_____

_____

_____

_____

_____

_____

STEP 3.

Following are my strengths and areas that need improvement in an interview situation:

Interview Strengths	Interview Areas Needing Improvement
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.

STEP 4.

Based on my interview experience and what I have learned, I would do the following differently in my next interview.

1.

2.

3.

4.

5.

6.

7.

8.

JOB-KEEPING SKILLS FOR MATURE/OLDER WORKERS

JOB-KEEPING SKILLS FOR MATURE AND OLDER WORKERS

Now that you have successfully completed your job search and have that job, consider what you now need to do. You have to set a tone. . .

1. Reread your job description and be sure that you know what is expected of you now that you are at the desk and responsible for certain job tasks, activities and duties.

2. Review the organization's mission statement, annual report or the like to gain a sense of the company's philosophy. Remember you were hired for a particular job, but, with your years and diversity of experiences, if you take time to acquaint yourself with the organization, you may be able to contribute in ways not originally seen in the initial hiring phase and make yourself a more valuable asset. Additionally, information you get from an annual report and mission or department statements will help you form questions for your supervisor and orientation training.

3. Learn about the location of your job and the transportation possibilities and alternatives. Such knowledge will help you to get to work on time and gain you a reputation as punctual and reliable.

4. Learn the physical structure of your work environment (cafeteria, fire exits, rest rooms, nurse's station) and other relevant places in the building.

5. Ensure that you have taken care of personnel matters, such as W-2, Contact-in-Emergency form, insurance and pension forms, etc.

6. By your initial actions, establish the positive impressions you wish to convey to your coworkers and supervisor. It is the first impression and tone that will probably be most lasting in your relationships.

7. Maintain good work habits for the new job environment in which you find yourself.

THE CONTINUING CONTRIBUTION LOG

Mature/older workers continue to enrich society by their contributions of talent, wisdom and maturity. The Continuing Contribution Log is a means by which mature/older workers may integrate their current work experience into the total fabric of their lives. The purposes of the Continuing Contribution Log are listed below:

- To allow mature/older workers to evaluate their work experience as a continuing contribution to society.
- To stabilize the work experience as an integral part of your life.
- To enhance the quality of your continuing contribution to society through this work involvement.
- To allow you to form an inventory of your skills and experiences.

Following are instructions for completing the Continuing Contribution Log.

DIRECTIONS Complete parts A, B and C

PART A: AT WORK . . .

I learned _____

_____

_____

_____

I learned how to _____

_____

_____

_____

I learned that _____

_____

_____

_____

I helped _____
(Supervisor or co-worker)

My _____ showed me _____
(Supervisor or co-worker)

_____

_____

_____

_____

PART B: AS A RESULT OF WHAT HAPPENED TODAY AT WORK . . .

I _____

_____

_____

_____

I will _____

_____

_____

_____

I am _____

_____

_____

_____

I need to _____

_____

_____

_____

PART C: I FEEL MY CONTINUING CONTRIBUTION TO SOCIETY THROUGH MY WORK EXPERIENCE IS . . .

_____

_____

_____

_____

_____

_____

_____

_____

_____

SHARE YOUR WORK EXPERIENCES

If you would like to share your job search and/or work experiences, the authors would enjoy hearing from you.

Please use the remainder of this page to write comments.

Please direct your correspondence to the attention of the authors at the address below.

c/o The National Council on the Aging, Inc.
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ABOUT THE AUTHORS

The authors have over 18 years of educational experience in adult learning and aging development. They have trained over 750 mature/older persons in job search methods throughout the country. Training areas have included, but were not limited to, self-assessment, skills assessment, interviewing (all phases), resume and letter writing. In combining their rich diversity and similarity in working with mature/older persons in this manual, they bring quality contributions to the field.

Dr. Joseph Dancy, Jr., Ph.D., is a gerontologist, educator and theologian. He has taught at the Virginia Theological Seminary (Episcopal) and at the University of Maryland, College Park. Dr. Dancy has instructed trainers in how to conduct Retirement Planning, monitored Older Americans Act Title V projects and worked with the older adult in employment and training. Author of The Black Elderly: A Guide for Practitioners, he has contributed articles to Comprehensive Service Delivery through Senior Centers and Other Community Focal Points. Groups he has trained have included program participants, managers, staff and church leaders.

Brenda Crawley, Ph.D., is a gerontologist, administrator, educator and writer. Dr. Crawley taught for several years at Western Michigan University, Kalamazoo, and the University of Illinois at Urbana-Champaign. She has directed a job training and educational program; developed the Older Consumers Home Safety Program Instructor Manual and Handbook; designed training modules for the Comprehensive Service Delivery Through Senior Centers and Other Community Focal Points Trainer's Guide; and written several customized training programs. Dr. Crawley has monitored Older Americans Act Title V projects and conducted research in employment and retirement issues affecting older persons. Her varied training experiences have been targeted to human services managers, supervisors and program participants.

Questions or comments regarding this guide should be directed to the authors as follows:

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